

LIDLAW COLLEGE

Te Wananga Amorangi

559.515 Evangelism: Past, Present and Future Course Assessment and Delivery Outline

Campus: Distance Learning

Semester 2, 2015
NQF Level 5, 15 credits

CONTENT OVERVIEW:

Introduction

- Exploring our future

Topic One: Past

- Jesus and the early church
- Celtic Christians and evangelism
- The revivalists
- The authority for evangelism: A biblical-historical survey

Topic Two: Past/Present

- Mass evangelism and multi-media evangelism
- Power evangelism and the role of the Holy Spirit
- The Alpha course and hospitality
- Evangelism through church worship
- Youth/Student evangelism and evangelism in the workplace

Topic Three: Future

- Engaging the story: Engaging the context
- Engaging the individual: Reflecting on the future

ASSESSMENT TASKS AND DUE DATES:

1. Participation in the Online Discussion Forum

Learning Outcomes: 1, 2

Due Dates: Midnight Sunday end of Semester Weeks 2, 3, 4, 5, 6, 8, 9

Percentage Weighting: 20%

Word Count: As specified below

In lessons 2, 3, 4, 5, 6, 8 & 9 you will find Assessment Exercises which require you to post a response of 300 words on the Online Discussion Forum to a question about some aspect of that lesson. In addition to your initial posting, you will be required to make at least one further posting of at least 50 words, which interacts with what your online tutor and other students have said. The second posting for each assessment exercise must be within 7 calendar days of the due date for the initial posting.

2. Mini Research Project 1 – Evangelism in history: Learning from the past

Learning Outcome: 1

Due Date: Midnight Sunday end of Semester Week 7

Percentage Weighting: 20%

Word Count: 1000

This mini-research project requires students to consider the ways in which certain strategies adopted by Christians in history might challenge and inform our own strategic thinking today.

Choose **one** of the following historical movements and briefly describe the main features of its method(s) for evangelism. Then discuss that method's strengths and weaknesses and how it might inform evangelism now and in the future.

Show that you have engaged with the material of lesson one.

Topics (choose **one** of the following):

- The monastic movement
- The reformers
- The pietists

Examples of useful initial resources for this final section of the assignment are indicated with an asterisk (*) in the bibliography at the end of this document.

3. Mini Research Project 2 – Evangelism in the present

Learning Outcomes: 1, 2

Due Date: Midnight Sunday end of Semester Week 11

Percentage Weighting: 20%

Word Count: 1000

This mini-research project requires students to evaluate certain current evangelistic strategies adopted by Christians today.

Choose **one** of the following strategies and evaluate its strengths and weaknesses. Reflect on the extent to which it might continue to be of use in the future. Show that you have engaged with the material of lesson one.

Strategies (choose **one** of the following):

- Internet evangelism (please specify what you understand this to be in your answer)
- Door to door evangelism
- Literature and tracts
- Videos and films
- Friendship evangelism

4. Major Essay

Learning Outcomes: 2 and 3

Due Date: Midnight Sunday end of Study Week 2

Percentage Weighting: 40%

Word Count: 2000

How can we, in our own cultural context, engage the whole story of scripture to bring thorough transformation to our society and the individuals within it?

Identify some possible approaches, drawing inspiration from thinking and ideas of the past and present. Reflect on contextual issues and discuss how the approaches you have identified will address these challenges.

Please thoughtfully engage with the following articles provided on the course CD ROM in your work, as well as with your own further reading:

Articles:

Hitchen, John, 'What is our gospel?' in Bruce Patrick (ed.), *New Vision New Zealand* (Auckland: Vision New Zealand, 1993), 147-157.

Hitchen, John, 'The Gospel for Today's New Zealanders', in *The Vision New Zealand Congress* (Auckland: Vision New Zealand, 1993), 29-44.

Windsor, Paul, 'Living the Tension in the Gospel', *Reality 59* (Oct/Nov 2003): 20-25.

In addition, the first lesson and the final two lessons of the course will provide background to this question.

CRITERIA FOR ASSESSMENT

1. Participation in the Online Discussion Forum

Before beginning your first online discussion, please see the grading grid (rubric) on the "online discussion grading guide and mid-semester feedback" for further details on how these criteria will be applied.

- Engagement with material
- Constructive engagement with others
- Structure and presentation
- Timeliness

2. Mini Research Project 1

- The mini essay is well-researched and insightful.
- There is effective analysis and discussion on how historical strategies might contribute to thinking around future ones.
- Evidence of engaging with the material of lesson one.
- Communication and presentation: Clarity, format, spelling and grammar; annotation and bibliography.

3. Mini Research Project 2

- The mini essay is well-researched and insightful
- There is effective analysis and discussion on how present strategies might contribute to thinking around future ones.
- Evidence of engaging with the material of lesson one.
- Communication and presentation: Clarity, format, spelling and grammar; annotation and bibliography.

4. Essay

- Essay insightfully and imaginatively addresses the question.
- The various facets of the question are acknowledged and explored.
- Evidence of thoughtful engagement with the provided readings exploring issues of contextualising the gospel for New Zealand.
- Evidence of thoughtful engagement with literature beyond the set articles.
- Communication and presentation: Clarity, format, spelling and grammar; annotation and bibliography.

LEARNING HOURS

Coursework	60 hours
Participation in the Online Discussion Forum	15 hours
Mini Research Project 1	20 hours
Mini Research Project 2	20 hours
Essay	35 hours
Total	150 hours

TEXTBOOK

There is no set textbook for this course.

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